## **Designing Your New Self-assessment Process**

Jacquie Davis: On behalf of the Office of Head Start, the National Center on Program Management and Fiscal Operations, we're pleased to share and facilitate a discussion with strategies and ideas, as you move to designing your new self-assessment process. So as we introduce our team, you know, one of the things, we thought would be useful to share, is to introduce ourselves by sharing our involvement with this new self-assessment process. So Ill begin. I'm Jacquie Davis, and in the past, I've worked as an area director with the Los Angeles unified, I'm sorry, with the Los Angeles County Office of Education Head Start State Preschool, and I've also worked as a subject matter expert in developing the Early Childhood Learning and Knowledge Center, and I've spent a lot of time providing technical assistance and training at the regional and national level. So with that, I'm going to pass it on to Karen, so she can introduce herself. Karen?

Karen Suprenant: Good morning. I'm Karen Suprenant, and I'm a management governance specialist with PMSO, through the U Mass Donahue Institute. Prior to this, I was a Head Start director in region one for many years, so hello to my region one colleagues. It's nice to see some familiar names out there. In terms of self-assessment, I have used this new version of self-assessment in the program I was in, and in another program at the invocation of another fellow Head Start director. I found it to be a valuable process, one that makes sense in the era of the five-year project period. I see that many folks have not yet begun to use this process, so hopefully, we can be helpful to you in helping you design your process. Rob?

Rob Pfeffer: Good morning. I'm Rob Pfeffer, and I'm a program management governance and fiscal specialist for PMSO. I'm also a former grant key specialist for Region , and a former Head Start director. So I can speak from these experiences as we go through this journey together. Jacquie? Jacquie: Thank you, Rob. So as a team, we're looking forward to having this conversation with you today. You know, in the beginning, we wanted to share with you the outcomes, what we're expecting, to share with you and what you guys can expect to hear from us today. And as we look at the outcomes, the very first one, outlining new self-assessment approaches in order to design a self-assessment that meets your needs. One of the things we did, we designed, or put together, what we're calling a worksheet. And John mentioned it early on, to make sure that you've downloaded it, and that's the purpose of that worksheet.

We want to help support you in keeping your eyes on the prize. Creating a self-assessment process that meets your program needs. And this handout will hopefully help provide that, and as you see, it invites you to consider three questions, and as we move through the phases of the self-assessment process, we are asking that you consider these. What connects you, what connects with what you're already doing. What are we saying, and what are you hearing that's making the connection for you? And then the second question is, how does it connect with what you're already doing. And then the third question, what do we need to do differently as we move to implement this self-assessment process? So, thank you Kathryn, for bringing that up, and we hope that you guys use that worksheet as we're talking today. And then one of the other outcomes is exploring the relationship between self-assessment and other key planning elements. And of course, when we're saying key planning elements, we mean like community assessment results, and ongoing monitoring data, just to name two. And then of course, discuss the importance of having the internal monitoring system, that can support your self-assessment

efforts, and there, you know we're talking about internal monitoring systems. We're definitely talking about the ongoing monitoring piece. And then the last one, understanding the importance of self-assessment in planning for continuous program improvement. So with that, we're going to move on, and we're going to move to the next slide. And this one, he's so cute, and he's saying, "What do you think?" And what do you think he's thinking about? Probably not self-assessment, but that's what we want you to think about. So what do you think when you hear the word self-assessment? So in a few minutes, a screen is going to appear, and the word on the screen is going to be "self-assessment."

So we want you to write on the white board that Kathryn is bringing up for you there, any words that come to mind around, about self-assessment. So you ready? Here's the word. Self-assessment. So we invite you to start typing in. What comes to mind? Monitoring? Ugh. Not again. [Laughter] Oh wow. You see these Karen and Rob? Reflection. Team approach. Progress towards goals and objectives, great, Cindy. Monitoring, Jill, monitoring and data. Accomplishments, that's great Sheila. Yasmin, inclusive, being inclusive, very good. Annually, okay, oh there are a lot of good things. Self-assessment means assessing systems for weaknesses, strengths, and innovations. Love that, Betsy. Ongoing monitoring. Great. Time consuming, oh that's where we're hoping to get us beyond, the time consuming. And we see program enhancement, great. We see a lot of good words that really connect around self-assessment. This is really cool. So Karen and Rob, are you guys seeing anything you want to respond to? Celebrating successes?

Karen: I thought reflection was a great word.

Jacquie: Reflection. Good, good. So, let's just move on. So, we're doing like a, like a pseudo-version of a wordle, so we've had you guys particularly in some words here, and what we're going to do now, is look at some of those words, and think about them in terms of what is, what's part of this wordle. And when we put these up, I know you're going to see your words there. A lot of the things we saw same space approach, we saw innovations, we saw data, we saw analyzing, we saw all of these words. Strength-based. So, we wanted to make sure that as we began to have this conversation about self-assessment that we're saying things along the same lines, and I notice from the pose earlier, that there are a fair number, I can't remember the exact percentage, that haven't already started the self-assessment process, and we're hoping that after listening to us today, you're going to really be prepared to start working on your self-assessment. And as you see there, we have words like, telescope, as you see over here, and we use that word because we consider that to be a symbol of self-assessment. It reminds us that in the self-assessment we're looking at the big picture. And so, we're digging more deeply into issues, and often taking a long range view in comparing data over time. So, with that being said, thank you for participating in the poll around self-assessment. We're ready to move on, and Karen is going to take us to the next step. Karen?

Karen: Okay. Okay, thank you Jacquie. We're going to spend a little time talking about self-assessment and monitoring, and the relationship to the planning element and head start. So let's just take a moment to take a look at this description of self-assessment. It's called a process to measure a program's effectiveness in meeting program goals and objectives. It helps you identify a program's strengths and opportunities for improvement. It's a time to look at deeper after school readiness outcomes. And of course, we know, the results of the self-assessment are compiled into a report, and used to support program planning for continuous quality improvement and goal achievement. So, in this new way of thinking about self-assessment, programs are encouraged to really dig deeper into data with

the goal of strengthening program services. So we're moving away from self-assessment as a process to check for compliance with the Head Start Performance Standards. Instead, it's an opportunity to take a closer look at how a program's moving towards achieving its five-year goals and objectives. It's a time to explore in greater depth, a need of a need of [inaudible] identified in ongoing monitoring. Using data to analyze an area that is really essential for identifying the strength and strategy to improve that area, and self-assessment is a mechanism for doing that. So, when I first heard about this new self-assessment process, I thought, "We can't do this, we have some like, have a checklist where we check off everything that we're doing with Performance Standards. How will we know if we use Performance Standards if we don't have our little checklist?"

That being said, the process for ongoing monitoring is very critical, because that's what you need to do that. Let's think about, before we get in depth into what self-assessment process is all about in this new era. Let's think about what the benefits are. We do it every year, someone said annually. We do it every year, and hopefully we're not doing it just to meet the Performance Standards that we are reaping some benefits from it. So, bringing up a chat again, I'd like to ask people to write down what they think the benefits of the self-assessment are. So go ahead and type. [Inaudible] Hopefully we can have some more benefits. Improve current practice. [Inaudible] Great, now we have some things, I was beginning to think that people weren't finding any benefits. There we go, program improvement, continuous quality, critical planning, absolutely. So, there's lots of great things coming in there. Look at what's working in programs, absolutely. Maximize inputs from a full range of parties. We have a team working within their different perspectives, and that's always helpful in looking at situations, and looking at data.

Rob: I see improvements, innovation, and goals, several times.

Karen: Absolutely.

Jacquie: Mm-Hmm. And Megan, opportunity to step back and see how affective work is from various perspectives. That's a good one.

Karen: I'm looking at program for accountability. Involves staff, community, and family. Absolutely. So let's take a look, thank you for your input. Let's take a look at the slide, and see what the benefits are that we presented here for you. Self-assessment's a big picture activity that looks at systems. It's an opportunity to see strengths, and to face challenges. It's an opportunity to share new ideas. It's an opportunity for your partners to understand your program better, and therefore strengthens your partnership, and it's a really great human and financial resources, a good use of resources. Okay. In this new era of, this new model of self-assessment, we're answering a different question. We're having a different focus. The old model answered the question, "Are we doing the right things?" This is an important question, but its answered as you analyze and aggregate data during ongoing monitoring. Also the old process, for the most part, involves checking out your program's compliance with the Performance Standards. So where we had the booklets, and using monitoring tools. We're moving away from that. The new model focuses more on answering the question, "Are we doing the right things? And did we do what we said we were going to do?" So this is an opportunity to look at what's going well, and how you can better serve children and families. Are there ways you can improve working conditions and staff performance? It's an opportunity to look at strengths and consider innovations. It's an opportunity to try and check that you're working on your goals and objectives, not Just in that year, but throughout the five-year project cycle. And we're going to emphasize that, because we want self-assessment to be useful to you in the whole five-years of the project period. Again, the emphasis is on performance, as

opposed to compliance. That being said, it's still important to monitor your compliance with the Head Start Performance Standards, and you need a good monitoring system in place to do that. So let's get looking at a description here on the screen. Ongoing monitoring is a measurement process used to ensure that that operation of the program works towards meeting goals and objectives and complies with regulatory requirements. The results of ongoing monitoring will be viewed and used to make immediate corrections and as a data source, the self-assessment, so these are two things happening there. The focus is on compliance with regulatory requirements in addition to monitoring progress on goals and objectives. And then also, with your ongoing monitoring, we are able to identify issues of immediate correction and take care of those, and generate data that should go into use, to look at more deeply in self-assessment. So for example, if you're having a problem in a particular classroom, that gets picked up in your ongoing monitoring, and it's not systemic, and it can be corrected immediately in the intervention, identified by your leadership, and that's not necessarily data that needs to be brought to self-assessment.

The same problem, in multiple classrooms could be a systemic issue, and that should be concerted as a topic for self-assessment. So, we'll talk more about these concepts as we move on. So as I mentioned, you need to have a really good monitoring system in place, because you want to make sure that you're meeting the Performance Standards, and you want to make sure you're tracking progress on your goals and objectives. So, here's some elements of a good monitoring system. You should have skilled managers that understand their role in monitoring, process in place assuring quality data, your staff and your leadership have embraced the importance of continuous quality improvement. They get it, they understand why they're collecting data and how they're using that data. Through the process they're analyzing data that people are trained in and they're aware of their responsibilities, and there's a process for correcting issues and learning from successes. So, you want to make sure you have a good monitoring plan in place, that its written. That people are clear about who does what, the responsibilities are outlined, [Inaudible] are identified. Your monitoring and activities happen frequently.

The data is collected and shared so it can be used to inform changes, drive improvement, and directors, you want to continually be informing your governing body and your policy council, and your staff and stay [Inaudible] about the program's progress. You have this wonderful data. It shows the great things that you're doing, and you want to make people aware of it. You're ongoing launching system should capture this data that you need to both ensure regulatory compliance and track progress on your program goals and objectives. So this a new aspect, and this is critical to your process of self-assessment. So here's a diagram here, a slide, and it is in one of the handouts that you can look at. And it shows the connection between planning and ongoing monitoring and self-assessment. We all know that in program planning, we are using our community assessment and other data to develop the program goals and objectives, and we're determining how we're going to measure our progress in those areas.

And then ongoing monitoring, we're collecting the data, we're reviewing it, analyzing it, determining new data measures as needed and using that to monitor what's happening in the program. It will also help in determining what data we want to bring the self-assessment. [inaudible] That measures progress of goals and objectives, data that might shed light on a systematic issue, data that might point out innovation that can be replicated somewhere else. And those are categories that Rob's going to talk about a little bit later. So that data goes to self-assessment, is analyzed along with the summary reports,

and the monitoring results and other information that you determine necessary and then your recommendations come out of that. You want to develop systems that enable you to look at data throughout the five-year project period to capture the long term growth and achievement. So hopefully you can see the connection, you see the importance in data because that's the key. And Jacquie's going to go on and talk a little bit about the phases of Head Start. Jacquie?

Jacquie: Okay, so, what I was just sharing is that you have a handout, and that handout has its phases identified, but it also has the roles of the different folks involved in your self-assessment process, such as your directors, the management team, and so that kind of lines it up for you. But here, we just want to use this to just kind of lay out what the rest of this presentations going to look like. Before you begin your self-assessment process, there is what we've determined to all call the pre-phase, and when we --Rob is going to demonstrate how you collect data from your ongoing monitoring data during the pre-phase, and it's -- and how crucial that ongoing monitoring data is for your self-assessment. And after exploring those, the five phases in between, Karen is going to come back to you, and she's going to share how self-assessment reports guide your program planning, and how it supports all of the work that you do throughout the year.

So now, in between the pre and the post, we have those five phases, and a lot is happening there. In that design process, it includes looking at the elements such as building timelines, identifying who's going to -- who would be like really great assets for your self-assessment team, and it also reminds us that this is where you have to submit your reports to your board and your policy counsels for approval before you actually engage in the process. And then of course, we have engaging the team. And this is when the self-assessment team, everyone that you've identified and invited, you all come together, and they're oriented to the responsibilities that they have so graciously agreed to perform. And then, of course, we have the analyze and dialogue. And if you see here, if you notice here, that's a really, that's like the biggest chevron there. That's like the biggest arrow, because a lot of work is happening. The bulk of the work around self-assessment is happening during this time. And then, after we've gone through that, we build the recommendations, and this is when your self-assessment sub-groups, or your teams, they transform all of the discoveries that they've made in to recommendations, and they submit them. They submit those recommendations to the internal management team. And then, of course, we have the preparing the report, and that definitely done internally, and it's the management team, and or the director, and that's when, you know, they after the report is prepared, it goes through the proper channels to make sure that it gets to the regional office, and it gets back to the board, and so it can be implemented with fidelity. So with that, now that we know what the five phases are, Rob is going to start us off with looking at the pre-phase. Rob?

Rob: Thank you Jacquie. Let's take a cultural look at the process starting with what happens before the actual self-assessment begins. During this pre-phase, the director and the management team will review and summarize program data to help set the direction and provide a focus for self-assessment. Data may come from a variety of sources, however, ongoing monitoring data, data on program education goals that affect us, and your PIR data will be key pieces that you want for this process. After you have your data, you'll want to prioritize areas for further investigation and create summaries that are easy to digest. So, let's take a look at two resources that are available of the ECLKC that can help us with this process. The first form is called the Summary of Ongoing Monitoring Results. This form, as you see here, the summary sheets that you can use quarterly, and also annually. You'll see a check box there for quarterly and annually, and this is a way to keep on top of your ongoing monitoring and assist you in

your course corrections throughout the year. You can celebrate successes, and then you can pull all of these together for your annual assessment of your ongoing results. And you'll see that all of the areas that are monitored are listed on the left-hand side, and those characters, that's so that you can actually type in additional information as it meets with those boxes. Another form is called the summary of progress of goals and objectives, which is also found on the ECLKC. As you see here, this summary sheet helps organize your data around your goals and objectives to create a status indicator to ascertain that the goals and their objective sub-parts are in the process of being met. If there needs to be additional attention given to certain goals and objectives, or if they need to change. So looking at these, you can look at how you derive the outcomes from your five-year graph process. This data allows you to think critically of where you're at with meeting your goals that impact children, families and communities. So, let's take a moment and discuss what possible top areas we should have. For right now, what I'd like you to do, is you're going to see a chat box pop up, and I'd like you to write in: What are possible topics that should be part of your self-assessment in your program? Child outcome, family engagement, definitely school readiness, facilities, turn-over, fiscal, father engagement, program governance, I see five-year goals. We'll talk about that further as we go into this process. Recruitment and retention, training, class.

Jacquie: Staff willingness, did you see that, Rob? Staff willingness, that's a good one, yeah.

Rob: That's a good one.

Jacquie: Workforce development, right. Mm-hmm.

Rob: Professional development, health and safety. [Inaudible]

Jacquie: The community renewal team. I like that there's a team there, and their recruitment and retention. That's a good one, too. Mm-hmm.

Rob: Data systems. Excellent, excellent. These are all great responses. Let's take a look, these are just other possibilities that we came up with, but everything that you put down are all potentials. These are potential areas for further exploration and analysis during your self-assessment. But remember, if you know you have a history of struggling, or excelling, with parts of systems, goals, or objectives, these should be addressed too. You may have an excellent fatherhood initiative that your program has created and promoted. This is an innovation. This should be shared. This should be celebrated. You may have a goal or objectives that you're struggling with, that you need to take a deeper look at, or you may realize during your data questions that you have a systemic issue that needs to be addressed. Again, it's imperative that your programs have sufficient data to be able to get at the root the problem, or to identify your strengths. These are goal areas. There must be enough data to measure progress towards accomplishing your goals and your objectives. So now you have topics. How do you prioritize them? So let's take a look at prioritizing. Head Start leaders may find it difficult to determine the focus or the topics to assess. Some of these questions that we're going to go through will help you determine what things you need to focus on.

So does it relate to a bigger theme? Is there a bigger issue here? Or is it systemic? It's affecting a group or a whole system. Is it an urgent issue that wasn't resolved through ongoing monitoring. Keep in mind, if you do the quarterly summaries on the form that we went over earlier, you'll catch more issues throughout the year, than if you just do the summary at the end of the year. And then, does it relate to our program goals or objectives? Would the issue benefit from a fresh prospective? Sometimes having

different people look at a problem can offer a new outlook, or interpretation, or a possible solution that you haven't come up with before. Does it affect our ability to do everything that we can to ensure that we have the best outcomes from our families and children? Does it represent a strength that could be applied in other areas? What strengths do we have that we can use to address other issues? What can we learn from? And then, remember that the self-assessment should always include a focus on health, safety, and school readiness. So how we include important topics in this year's plan. So let us take a minute to practice. In a moment, we're going to take a look at six poll questions about possible topics for a self-assessment. You will select yes, no, or not sure, for each one, and then we'll review the result together. So go ahead, take a moment. Read each of these six and answer the poll. Let's take a moment and if you're still answering polls, please continue. We're going to take a look at the first one. Here's the results for class scores are lower than they have been in the last two years, and overwhelmingly, you said yes. By looking at the root cause of maybe budget cuts, or staffing, facilities issues, health issues, this could be an indication that something bigger is going on. So yes, this would be something that you'd want to look at for your self-assessment.

For number two, you have about a fifty-fifty mix. The classroom did not get their developmental screening done in the required days. Well, this may not be something you want to address in your self-assessment, if the case is with one room and not the entire program. This would need to go to the self-assessment, it should be addressed to ongoing monitoring, however, you might want to have it in your self-assessment if you decide that it was something that was more systemic in nature. Number three, a majority of you said yes.

A parent/child literacy series at one site had consistent high attendance and positive evaluations. And yes, this is an example of success. The strategies that were used, could possibly be used in another area of the program or for other activities, so yes, this should be part of your self-assessment. For number four, a classroom checklist indicated a shortage of outlet covers in one of the classrooms. You all said a majority no. That, and we would agree, that is pertains to one classroom, and even though it's a priority to correct, that it's a health and safety issue, it's not classified as a systemic issue unless it became a repeat offense. Number five, teacher turn-over has made it difficult to adequately staff classrooms. A hundred percent of you said yes, we agree. This is a large issue that has consequences in several systems. And the last one, a recent licensing visit identified several facility issues. Again, a majority said yes. These are issues that identified, may have been identified before licensing showed up, which indicates it may not be a follow up or environmental health and safety issues, or there's issues with finance. Great job answering these polls. Thank you very much and now, Karen was going to talk about the next two phases.

Karen: Okay, thanks Rob. We're at the design phase. So you've identified the topics that you want to bring to self-assessment, and you've identified your data sources and your pre-self-assessment activities. You have your data and your topics and your various areas. You have data to support the progress on your goals and objectives. You have identified systemic issues, and you have all the backup data you want to share with the team. You have a few innovations you want to share. And we should also mention that each year you should look at health and safety and you should look at child outcomes. So those are important things to always look at in self-assessment. From this phase, you want to work with a leadership team to think about how your self-assessment day or your event is actually going to look like and determine who you'll be inviting. In addition to the directors and managers, the team should include policy counsel and governing body representatives, community partners, parents of

enrolled children. You might want to think about inviting a child care program that you lack and are interested in partnering with. Or a Head Start colleague, which would be helpful in bringing in perspective of another Head Start program. And in turn, you could participate on theirs. That's how I came about to do this new self-assessment process and it was a good experience. Think about the other partners in the community that you work with that would be important for that process. You want to get your plan down in writing, well prior to that, thinking about the invitation phase, you want to think about a nice and appealing way to invite your team members. It always can be difficult to get people to give their time to come to meetings, so, you want to make it appealing. You want to talk about it. There's a process that happens every year to identify the programs process and to share ideas on how you can make the program even better. You want to let them know how much you value their input and their participation. So let's take a moment to just think about, in another chat, people that you might want to invite to your self-assessment team.

Okay, I think some people are writing. Absolutely, you want to have school partners to share in your child outcome results, and help strategize ways to improve the program. Early intervention, community reps, board members. People may want housing authority representatives, WICÂ representatives if they're addressing health and safety issues. Mental health consultants, and again, child care partners. So, the broader the team, the more insight and ideas, and hopefully strategies for continuous improvement. Public school liaison, okay, thank you for that. And the next phase, we're engaging the team. So you want to be able to orient your team about the process, about Head Start in general, and about your particular program. You want to share the data that you've prepared in a user-friendly way, your monitoring data, your last year self-assessment report, your child outcome data and the other data that you've decided to present. And it's also recommended that self-assessment take place at the end of the program year when you have a complete data set available to analyze and make recommendations. And this is a change for lots, because I know in the program I was in, we were beginning to talk about self-assessment in January, carrying out activities in February and March. Through this new shift, we're taking an annual look back at the program activities.

And ideally, as you go through the five years, you bring data from previous years, in order to track change, and paint a picture of progress throughout the five-year project period. You might want to think about your facilitation skills, excuse me, at this point and on the ECLKC website, in the training module on self-assessment, there is a handout called being an Effective Team Facilitator. And this handout talks about tips and strategies for facilitating a group. It has things like, welcoming and encouraging input from all the team members, engaging the team by being open and honest about concerns that need attention, find different group strategies to encourage participation from all the members, and encourage follow-up on good ideas. And it's important to really stay focused on the big picture, rather than on individual, or singular incidents that might distract from systems and services, which is what you really want to be looking at. So, this is a sample. You want to think about how your day, or if there's more than one day, how they'll play out. And here's your scheduled agenda for coming together in a day to look at a variety of different topics. You know, what you might do is have team leaders, have your managers be team leaders, and take up different topic areas. They can break up into small groups and look at the data from the particular topic areas, then come back together to share your strategies. And then, as a group, develop recommendations and define the areas of focus. If you need additional days, your sub-groups can meet separately and come back together for another event. It's really important to have a good orientation. A good orientation ensures that participants are clear about their roles and

tasks and also on ECLKC, there is a downloadable PowerPoint presentation that you can customize to train your self-assessment team. So this presentation gives an overview of Head Start, your programs, your self-assessment process, and what the self-assessment team members can expect as they embark upon their work. So that's something you might want to take a look at and use for your own orientation. Jacquie's going to talk to us about the analyze and dialogue phase.

Jacquie: Okay. And so, we're moving along here. So, as we pay attention to the analyze and dialogue phase, I want to remind you guys. Remember the worksheet we talked about earlier? I hope that you're using it to jot down some of your thoughts and comments and ideas as we're going through this. So in this phase, we, I mentioned earlier that the size of the arrow, the chevron, indicates that a lot of work is happening in this phase. And this is also the phase that highlights a real departure, a real departure from our self-assessment process of years gone by. We are usually only identifying the community members from our community based organizations, and the like. So now, which is, you know, this is really still, we must continue to do that, because they represent our community and they would be more knowledgeable about what needs to happen in our program. But, there is, and there is also the piece that we are now thinking about more, and this is about -- now we're also asking that you pay attention to skillsets such as group processing skills, data analysis techniques, as well as facilitation skills. So, Â keeping that in mind, while you are identifying people to participate on your self-assessment team. And you know, sometimes, you may think that that's a little bit, you know, hard to do, but think about the different meetings that you attend out there in your community. The different round tables you might participate in. You may see people that are part of these different community organizations, but they also possess these kinds of skills, and those would be the types of people that would really be an asset to target for your self-assessment team.

So think about that. So as we move on, we're going to look at this next slide, and this is looking at analyzing the data. And so, we see these questions here, what do we know, what is the data telling us, what additional data do we need? So there are lots of data analysis techniques that we commonly use to answer these kinds of questions. And you have a handout that's called taking a closer look at data. So I want you to take a minute and look at that handout. You have some of the comments on there, some descriptions about aggregating data, and dis-aggregating data, looking at data over time, and examining multiple sources of data. So take a minute and look at that handout, and look at those definitions there. And then we're going to move on. So, on the analyze data document, we, I know you know these words like trends, and patterns, and comparing,. So, those are the kinds of words that we, that you commonly see when we're talking about data and looking at data, and analyzing data. So with that, we're going to move on, and Kathryn has already brought up the handout. And one of the things we're doing here, we're sharing this handout with you because we're offering it as a document that you could very well use to prep your self-assessment team to start thinking, or to think about things from this perspective, from this data analysis perspective.

And you might even consider sharing it when you're doing your - when you're in that engaging the team phase, because, you know, it could help get them in that data analysis frame of mind. And so, with that being said, we're going to just kind of experience it a little bit. So everybody's had an opportunity to look at your handout that had those aggregate/dis-aggregate data over time and multiple sources, and kind of what those different terms mean. So now we're going to take a minute and we're going to look at scenario one. Just to get a feel for it. So, your Head Start program has collected program-wide data on staff attendance, health, and safety training sessions that have occurred this year. Which technique will

you use to pull together the information and look for trends? So if you're working with your team of community group, yeah, your community, there's a team here called community -- the community renewal team.

We see some other people there that are working in teams, kind of [Inaudible] about it for a minute, and if you're working individually, great. What do you think is the correct answer? Aggregate, disaggregate, data over time, multiple sources. Okay. seconds are up. So, the right answer is, aggregate. So we know that. Right? Because there is a key term in there that really helped us to know that it was aggregate, and it was pulling together the information. And so, we're going to use a different thing here. If you said aggregate, we want everyone to be on their honor, so if you said aggregate, just raise your hand. Remember earlier Kathryn showed you how to raise your hand up there? Yeah. Cool. Lots of folks. Yeah.

Karen: Jacquie. We just want to remind people that if they didn't have access to this handout, that it will be available later on in its entirety. So all the handouts are available to participants.

Jacquie: Okay. Yes. Thanks Karen for reminding us of that. Right. So this is -- just think about this, this is a handout and when you get the handout, the answers will be on one side, and the questions will be on the other. So this could very well be just a way to get folks engaged in and thinking about what they're going to be doing as they're part of the self-assessment team. So I just wanted to share that with you. So now we're ready to move on. And here, we have to talk about this. It started up, out, as a simple analysis and piled up to information overload, and this is that whole idea about analysis paralysis. And so this is where effective team facilitation is helpful to keep the group moving, or to keep the sub-group moving along during this analysis phase, because remember, you want your self-assessment team to maintain a manageable data analysis process. And so, and that's very important. And I do want to bring your attention to the module that's on the ECLKC, your annual self-assessment journey. And in that analyze and dialogue phase, they have a, they step you through a series of activities where it's really helping you to look at how you call for data, or if you need more information, how you do that and when you do it, so that you're just not every five minutes, you know, your team is not just like, say "We need this data, we need that data, we need this data, we need that data." That's when you get into that information overload and that analysis paralysis kicks in. So, let's move on from here, and we're going to look at this.

This is a data module that's on the ECLKC as well, so if you want to get even deeper into this disaggregating/aggregating and looking at data over time, you can definitely go to this link and look at the data module taking a closer look at the data. So here, we're looking at asking the right questions and I wanted to bring this to your attention because now we're focusing on analyze of dialogue. We've analyzed it, we're looking at that information, now we need to be able to step through a process to be able to have a conversation about it, have dialogue about what we're seeing, and what we have. And so, you also have a handout that's called Asking the Right Questions. And on that handout, you'll see that it talks about discussion and dialogue.

And dialogue differs from a discussion. A dialogue builds upon each person's contribution while a discussion is framed to convince others of a particular point of view. And during this process, you'll probably be between discussion and dialogue from time to time, but what we want you to do is to consider using something like this, a helpful tool that allows you to be able to look at the data that you have and be able to build recommendations in a process kind of a way. And of course, you know,

anytime we're having conversation, we're true to our Head Start nature, and we lead with strength. We think about it from a strength-base perspective, and then we move through these phases analyzing data through dialogue, looking at what the challenges are, and imagining what the possibilities could be, and then formulating the discoveries. And discoveries, that's like one of those words that we, I think it's kind of new for us in looking at self-assessment. We usually may not use the word discoveries a lot, but the discoveries are what we're going to be, they're what's going to turn into the recommendations. You're going to make the discoveries, and then we're going to pull them together and then we're going to be able to identify recommendations based on those. And as we move on, before we move on I want to bring to your attention, that there is a book, "Leading with Questions: How Leaders Find the Right Solutions by Knowing What to Ask." It's by Michael Marquardt. It's on the handout that you have under recommended resources.

I think that's a good book to help kind of frame this conversation and frame this asking the right questions piece in a really good way, and useful way. So as we move on, the next piece we're going to look at is, thinking about -- okay, so now we have found, we have analyzed the data, we've discovered some things, and now we're going to consolidate those discoveries, and we're going to start to prepare our final recommendation. So as the self-assessment team, as you reconvene, the sub-groups share and they record, you record your recommendations, and this is an opportunity to use different strategies that you may use as you are usually doing your work, when your brainstorming and things together. And they take on the look of like affinity group, a design thinking, or any other strategies that allow you to consolidate your information from various groups. So this is that time, and we haven't been really definitive in this recommendation piece phase about how that might look because it's so particular to a program. Whatever process that you usually use when you're going into problem solving, and when you're looking at course corrections, and all of that, I think that that's the process that you should stick with in terms of consolidating and bring these recommendations together, because it's something that you're familiar with and it could be useful, and it could get you through this recommendation process and bring in all that information together.

And what you want to do for the folks that are part of the self-assessment team that are internal, you're part of the internal management team, or your internal stake holders, you want to be listening as the sub-groups are sharing their recommendations. You want to be listening, I like to say, intentionally listening with purpose, because this is what you're going to -- you're going to take this information back and you're going to bring it inside, and you're going to have to, and you're going to prepare the report and bring and consolidate all those recommendations and turn them into the one, two, three, four, five, that you're going to really focus on, that your program is going to really focus on for the year and it's going to inform your plan. So we want to make sure that you're doing that. So as we move on, now we're looking at thinking about these bullets here. Now you have those reports, the internal folks. You have that stuff in house. You have that information, and so now you're ready to think about what are you going to do with that information? You want to make sure that they're focusing on, that you're focusing on the suggestions and not, you're not trying to solve the problem, because this is not the time to look at solving the problem. You want to keep it at the big picture level, and so you want to think about it from the systems perspective. You want to think about in terms of suggestions. I think that will help to make sure that you're focusing on it not in the, not from that detail perspective, because this is not that time for that. And one of the other tools that you have, that we have for you, a handout, it's called categorizing recommendations. And so Kathryn is going to bring that up for us, as well. And the

Categorizing Recommendations is also a way to help you take those recommendations and put them into three categories. You can think of it in terms of, are we looking at it in terms of progress and goals and objectives? Are we looking at it in terms of systemic issue? Or are we looking at it in terms of an innovation? And so these categories are very useful and helpful in terms of taking those recommendations that the self-assessment team has shared with you guys, and putting them into categories as you're preparing to put the report together. So thank you Kathryn, for sharing that, for showing that document. So now that we have completed, we've done the recommendations, we've listened to the recommendations from the team, we've brought them in house, we've looked at them, we've categorized them, and now we're ready to prepare the report, and Rob is going to talk to us about that. Rob?

Rob: Thank you Jacquie. So, let's look at how far we've come. We've covered designing the process, we engaged the team, we analyze and dialogue, we recommend, and now we're ready to discuss how to prepare the report. This is the phase where you take all the hard work, put it into a format that can be understood by all stake holders, including the policy counsel, the governing body, the regional office, and your program staff. There are four basic elements of the self-assessment report which comes as a culmination of recommendations based upon discussion with the regional offices. These four key elements are: Introduction, where you'll state who's involved. You'll share the timeframe in which the process took place, how the meetings were organized, and who's a part of these discussions. The second part is the Methodology. Here's where you really explain your teams process, what did they do in those meetings, what data was used, and how the data was organized and topics determined. Third is the Key Insights. Here's where you will share how the team arrived at their findings and recommendations. What is it that the data told us?

There are systemic issues, the innovations, and the goals and objectives met, or that need to be refined, as Jacquie mentioned. And then finally we have the Recommendations. Here's where you'll list the conclusions from the key recommendations and identify the next steps after the assessment. Remember, innovations and strengths should be replicated or used as [inaudible] models should be highlighted here, as well as the areas of concern. So how is the self-assessment report used? From the recommendations, the final report, and the corrective action plan is created by the director. And then on to the policy counsel and the governing body for approval, and then is sent off to the regional office. The information is also shared with program staff involved with planning and goal setting to create, review, and/or revise goals and objectives for the next year. But in addition to all this, and to me, the most exciting part of this new way of thinking, is the aggregation of the self-assessment report throughout the five-year grant period, which shows, if program ran goals and objectives are met for the entire project.

This forms the solid basis for answering the questions from the grant application narrative instructions, which states, that the conclusion of a five-year grant period, what difference will your program have made for children, families, and the community? And it also gives your program the data to start your next five-year grant process. Now Karen's going to talk about what happens after the self-assessment.

Karen: Okay, so it's after self-assessment that the team is going to do the real work in formulating the recommendations into goals or objectives or action plans. You're using the self-assessment for planning for the following year. The self-assessment may have solidified a program goal, or confirmed that you need to revise the goal or objectives, and if that happens, if you revise the goals and objectives, you're

developing or revising action plans as needed. And you always want to communicate all those insights to staff and stake holders. So let's just say, for example, that enrollment problems that you've brought to the self-assessment team is going to lead to a goal around conversion. You've brought all the data, you've analyzed the data, and you have, you've had stake holders and governing body, and other team members take a deep detailed look at that. So with all that work, you're able to formulate your goals, your objectives and your action plans, and you're on your way to carry out the work that needs to be done. It's really an important process in moving forward in goals and objectives, shifting gears as needed, developing new goals and objectives. Okay, so it's important to keep self-assessment findings and recommendations in mind throughout the program year, and throughout the project period. It's important to think about what data you bring to future self-assessments. So we have one more activity for you.

Thank you for your attention, and your participation. And we're just going to take a couple of minutes to have you think about how you can apply the self-assessment knowledge to your program operation. If you're in a team, you can talk with your team. If you're alone, maybe you can just reflect and take a moment to enter in the chat box what your thoughts are. So we're just going to give you a minute or two to reflect. I see six minutes but we're not going to have six minutes. So, take a moment. And we can bring the chat box up. Again, you want to think about the implications of self-assessment and the other planning and program activities that, how are you using it. There we go, there's your chat box. So we want to keep self-assessment in mind during program planning. Absolutely. I think finding opportunity to support results, you're going to be developing a budget, an action plan to support your organization, so obviously you want to think about funding opportunities and maybe your self-assessment process itself, led to the generation of ideas about funding. Revise program workbook, working with partners you may have, you may goals, you may have ways to strengthen your work with partners. Strategic planning.

What kind of data did you look at that's going to impact strategic planning? These are excellent responses. Impact on facilities and transportation. Maybe you've brought facilities issues the self-assessment, and again, develop goals around that. Meeting with partners to discuss modification, data analysis, serving ongoing monitoring. Again, if self-assessment, if it led to a course correction, and you've developed mechanisms for measuring that, and you monitoring that on an ongoing basis. Use of technology. How do we use this technology better in terms of data collection and analysis? Or maybe we have new technology needs.

Jacquie: These are really good, Karen.

Karen: Absolutely.

Jacquie: Really good responses.

Karen: I think people are ready to engage in the new era of self-assessment.

Jacquie: Really.

Karen: And hopefully the participants will get ideas from their other team members, the other participants on the webinar.

Jacquie: Mm-hmm.

Karen: Always valuable to have [Inaudible].

Jacquie: Sharing with national leaders. Yeah.

Rob: That's great.

Jacquie: Mm-hmm.

Karen: Okay. So, let's go back to the slide. And there's certainly lots of implications to self-assessment and the other planning activities in terms of your community assessment. Your assessment or your update may lead to the data that shows that you need to do something different, a significant change or program operation. So you want to bring that to self-assessment, whether it's a need to open a new site, or changes to the ages of children served, or the need to hire staff who speak another language. So you're bringing that community data to self-assessment. And many of you said all of these things. You're considering the self-assessment recommendations when you're writing goals or reviewing goals on an annual basis. You are considering self-assessment when developing your action plan and your budget. If you've had a change in program activities, you need to consider that when you're considering a budget. Your information, your action plan, your self-assessment is consistently keeping you on track towards goal attainment and knowing that you based your plans on a progress noted in your self-assessment will keep you moving forward to achieving your five-year goal and evaluation through ongoing monitoring. Your ongoing monitoring is the means by which you regularly check on how you are implementing your action plan.

This is, again, the word ongoing is a frequent. Things that you collect during ongoing monitoring serves as information for next year's self-assessment and you want to check on the progress towards your goals and objectives at least quarterly. Rob showed you some mechanisms for doing that to make sure that you're reaching your benchmarks. If you make a course correction as a result of self-assessment, a change to your goals or your objectives or your action steps, be sure that you're capturing the right data and there's your progress for that change. You don't want to be measuring something that was since revised after that self-assessment. So the next slide is a visual that many of you may have seen. And it's a program planning cycle. And you can see where self-assessment falls in that cycle. It's important to remember that the planning is a circular process. It continues to build and evolve as other parts of the planning cycle come together. It should be started as a slow moving wheel, with forward momentum. And not just annually, but throughout the five-year project period. You can see how it begins with the community assessment of the update, goes into the development of goals, the development of action plan, implementing the action plan, evaluating progress through ongoing monitoring. The inner circle is continually responding and we heard the self-assessment there that begins the cycle again. So at this point we want to take some time to review some of the things we've talked about this morning by checking in with your understanding of the concepts.

Jacquie: Karen, I have -- Could you go back to the program planning for a minute?

Karen: I sure can.

Jacquie: Because there was a comment early on, and I thought that this would be a good opportunity to respond to it, about ongoing, not just annually, and so I'm understanding that to mean that, you know, that the self-assessment is ongoing in the sense that the -- what you get out of the self-assessment, the results from the self-assessment, the recommendations, become part of the plan, your program plan.

And then, as that goes through, the whole process of this program planning cycle, then that's where its ongoing. Because you're actually looking at those goals and objectives, yeah. That.

Karen: Absolutely. Your self-assessment recommendations and insights are used developing goals, revising goals and the cycle begins. And ongoing monitoring is, as it says, ongoing, not just annually.

Jacquie: Right. So, the results from the self-assessment become part of this process, this program panning cycle, and that's where we're constantly looking at them. All the time.

Karen: Absolutely.

Jacquie: Okay.

Karen: Great point. Thanks, Jacquie.

Jacquie: Uh-huh.

Karen: Okay, so our first check in question, you have two statements, and one is an inaccurate statement. So, we want you to identify which is the accurate statement and I am going to go ahead and read them both. In A: it says self-assessment should always look at important areas, health and safety, school readiness, in addition to focus areas based on current data. Or self-assessment may not focus on health and safety or school readiness as these are addressed during ongoing monitoring. Which is the accurate statement? A or B? So we overwhelmingly chose A. And that's the correct response. School readiness is really the hardest goal of what we do at Head Start, we really, it's important to measure progress on that area regularly. And health and safety is critical. Safe and healthy facilities are critically important for children and [inaudible] staff. So, we know that's a really important issue, percent. Very good. Okay. I think Rob's going to look at the next one. Thank you for that.

Rob: Let's look at our second statement. Which one is more accurate? Recommendations from your self-assessment should address the question, "What's wrong with our program?" Recommendations often result in excessive changes to the structure of the Head Start program. Or, recommendations from your self-assessment should trust the question, "How can we get even better at what we do?" The recommendations often result in changes that relate to progress on existing goals and objectives and improve quality in the program. So which one is the more accurate statement? And as you can see, overwhelmingly, the answer is B. Recommendations from your self-assessment should address the question how can we get better at what we do. These often result in changes that relate to the progress on the goals and objectives, the improved quality of the program, but they're not as drastic as A, and it's not about like shifting gears. It's about making steady progress toward your long-term goals and your smart objectives. Your resulting recommendation should fine tune and focus your planning process. So we'll turn it to Jacquie, who will go into our third question.

Jacquie: Okay. Thank you, Rob. So, okay, so here's question number three. Team members will be asked to use inquiry skills, group processing skills, data analysis techniques, and at times facilitation skills. Or team members will be required to use data collection skills. Oh, wow. So we don't even see anyone selecting B. Yeah, and let's see. It slowed down. Yeah. So I guess, you know, this is true. Team members will be ask to use inquiry skills, group processing skills, data analysis techniques, and at times facilitation skills. And, you know, I mentioned this earlier, that this is one of the things that's kind of a departure from what we -- from what we are accustomed to when we're thinking about selection or asking,

inviting people to participate on our self-assessment team. And I do want to recognize that the team members will be required to use data collection skills, and I want to take a moment and just give a nod to our self-assessment processes in the past. And I think that we -- that that was a heavy, heavy data collection time across the program. And this is one of those questions that's really showing us the departure and the difference in what we're proposing for the future and what we've been doing in the past. And so, with that, I think we can move on because we got %. And the last question, we're going to kick it back to Karen.

Karen: Okay. So with A, activated data from self-assessment is used to show the progress that programs have made throughout the five-year period, or the focus of self-assessment is on a single year of the project period. Almost looks like a trick question in this one. Must be. So while you are working, and you're doing it annually in each year of the project period, and you are looking at data from each year of the project period, hopefully you are beginning to use data from previous years as you go through year two, three, and four. And the goal is to begin to answer that question. Did our program have an impact on children, families, and the community? So it would be -- the answer would be A, that's it's ultimately being used to show the progress that programs have made throughout the five-year project period. So there's a big shift in thinking in this new way of self-assessment, and one that we -

Rob: Sure.

Karen: Are trying to emphasize. Yep. Robert?

Rob: Like I said earlier, this is one of the exciting things about this new way of thinking. If you take your five-year grant goals and objectives, the things that you said you were going to do, that you wrote into your application, and you assess those for each year of the five-year period, the culmination of each of those assessments should accurately reflect if you've made a change, a difference for children, families, and community. So, that's to me one of the most exciting things about this different way of thinking. It's not just a series of checklists. It's really accurately thinking about how data is showing that you've made a difference for your children, for your community, for your family.

Jacquie: [Inaudible] Yeah.

Karen: That's a great point.

Jacquie: That's a good comment. So I guess now, well, that concludes what we have to say. Now we have ten minutes. We want to -- we want to hear from you guys. So we're going to open it up for questions, and we're going to ask you that if you have any questions or comments or suggestions, you know, that this is the time to put it in the chat box. And while you guys are thinking of your questions and your comments or suggestions, we want to let you know that this process in its design was not designed to be, okay, you have to do this, this, this, and this. It was designed with the idea that you could fill in the gaps and you could make it your own. And here are -- and here are some consistent kinds of ideas or thoughts that we believe would be useful to keep it on this track of considering data and using data and trying to keep us away from going back to what we know as those -- the self-assessment booklets and to doing a lot of data collection and to spend a lot of time during self-assessment, yeah, doing that kind of thing. It's trying and starting to spend more time really looking at data. So that's why the ongoing monitoring process is so key because that data that you're collecting

throughout the year, if you're collecting it, then you have it available to prepare it for self-assessment. So those are some of the key things. So let's see. Do we have any questions?

Karen: I see someone typing. Hopefully, this has given you a better sense for what you want to do for your own self-assessment in the future.

Jacquie: Exactly. So here is -

Karen: There's a question there.

Jacquie: Yeah. You -

Karen: No, go ahead.

Jacquie: Do you have a suggestion for collecting data on family outcomes? So, Rob, Karen, do you have any comments on that one?

Rob: Sorry, I had to get off mute. Yeah.

Jacquie: Oh, okay.

Rob: One of the things that you can do is look at, again, what you've written into your five-year grant when you talk about family outcomes. You have goals and objectives that you have created for families. That's one area that you can look at assessing and see what data have I collected? And then you can also look at what are the overall areas that you were assessing in your ongoing monitoring? Do you have data in your ongoing monitoring that reflects family outcomes? You probably are already assessing many different areas of family engagement. You might have a fatherhood initiative. All of those pieces you can look at and see what you're doing well, celebrate innovations, spread those innovations to other areas, or you might want to look back at your initial goals and objectives that you wrote, even if they're part of your five-year grant and see are these the same [inaudible] you initially made? Are they still applicable? Do we need to change these or revise these in any way? And then think critically about how am I going to collect data on that.

Jacquie: Exactly. And you know, also in alignment with that, I know that the Center on Parent, Family, and Community Engagement, they've spent a lot of time figuring out what that data -- what that outcome, what that family outcome data should look like and what should they be collecting because when you're working with families, it's -- the -- you know, the data collection can be a moving target in some cases. So, I think that connecting with the Parent, Family, and Community Engagement Center around identifying some of that, because they've done a lot of key work around that. And then we see that Rhonda Farrell is saying here that –

Karen: I just [Inaudible] -- go ahead. Go ahead. I just [Inaudible].

Jacquie: No, I was just going to say what Rhonda Farrell says here about the suggestion about using Child Plus. And it has the ability to aggregate data on family outcomes as well.

Karen: Okay. I was going to say in the program that I was just in as director we were really trying to evolve that piece also. And we were utilizing the TSCE information also, trying to develop some surveys that looked more at pre- and post-behaviors and knowledge and feelings around parenting and also trying to do more evaluative things at the conclusion of events that measured a change in behavior,

again not just measuring how many people came, but measuring the impact or the change in behavior. So I think it -- programs are evolving in this area, and I think there are -- like the other presenters have said, there is some help on TSCE in that area. And I would encourage people to work together. It's always helpful to get input from your colleagues.

Jacquie: Okay. So then we have –

Karen: So -

Jacquie: A question from Marie, who wants to tackle -- not tackle, but deal with -- answer, respond to that one, look for --

Karen: No more booklets, Marie. The booklets are gone. The day of the booklets are over. J

acquie: Yeah.

Karen: So the booklets were measuring the Performance Standards, and some people would use the old toolkit, but I know in our program, sometimes we would use the actual monitoring instrument because we could see that that's what they were using. We would use it. And when this shift came, I thought I can't throw out the booklets. How will I know if we complied with the Performance Standards? So again, you really need to have a mechanism for making sure that you comply with the Performance Standards in your monitoring systems. But in the five-year grant period, this is about looking at progress on goals and objectives. It's about looking at innovations. It's about moving forward. So no booklets.

Jacquie: And then because then she goes on -- she asks, "So, what forms?" So what are we using now? I guess you're saying, Marie, to some degree to replace the booklets. And I think the best answer to that is that right now it's just looking at those phases and looking at what's happening in those phases, as well as the pre and the post and kind of build your own system for how you're going to do your self-assessment. And one of the things -- I don't know if we've mentioned it, but after you have completed your self-assessment with the external stakeholders, kind of get an evaluation done so you could see how you can tweak your process so that at the end when it's all said and done, it may take a year or two or three to have a very good self-assessment process that represents your agency, but that's the goal, to design it -- to design one that's uniquely -- was, you know, uniquely responsive to your needs in your program. So that's where we're going with that.

Karen: So again all of the forms that we did talk about today are available –

Jacquie: Are there.

Karen: To print out and hand out. And the forms that Rob showed you on checking your progress on your ongoing monitoring results and tracking your progress on your goals and objectives, forms you could use for self-assessment are available.

Jacquie: Yeah.

Karen: I think that are no other -- oh, go ahead, Jacquie. Sorry.

Jacquie: No, no, no. And those forms, the majority of those forms are in the self-assessment module that's on the ECL KC. You can go to a page where they'll all show up at one time, and you can just go in

and pick and choose and download them and use them as you see fit. Oh, so will this webinar be available for future use with managers? So is that a John question?

John Williams: Yes, it is. And why don't we -

Jacquie: Okay.

John: Presenters, if you don't mind, let's also move onto evaluation please. Obviously, Jacquie and company, thank you so, so much.